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On Campus Office Hours: Tuesday 2:00-3:00; Wednesday 12:00-2:00; Thursday 1:00-3:00  
Additional times available by appointment

## **INTRODUCTION**

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Let me begin by saying that this isn't a course about technology, nor is it a semester-long Educator workshop, although we will explore the tools and technologies available inside and outside of the Educator platform as we go. This is a course about teaching, something about which I know full well many (if not all) of you will know much more about than I do. My goal for the term is to facilitate your discovery of how best to apply what you know already to meet the challenges of the online classroom, and help you develop or discover resources to help you meet those challenges. You will know far more than I do about many of the issues you'll face as you begin designing instruction for on-line delivery, particularly as they reflect the demands of your specific discipline and teaching style (yes, you're allowed to have your own teaching style, even online).

## **OUTCOMES AND OBJECTIVES**

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Take some time to review the [Outcomes and Objectives](#) of ED 392, which we'll meet through weekly discussion posts, in the development of materials for your own course and/or in the formal reflection on the design process you'll submit at the end of the course. Just between you and me, a few of the specific objectives may be tweaked as we go along to suit our needs. Shhhh.

## **COURSE STRUCTURE**

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While designed to meet Delta's OOs for ED392, the course is structured around the Michigan Community College Virtual Learning Community's rubric for on-line courses. Delta might eventually be using some form of this document as an assessment tool for on-line courses, so it's worth taking some time to become familiar with it. It also serves a pedagogical purpose. In developing the rubric, the MCCLVC examined an array of similar tools, and has not only plucked out the essential components of what makes an effective on-line course effective, but has also imposed order on that material. The result is a document seems to me to be complete, concise and, for the most part, clear, which makes the English teacher in me very happy.

You'll find the schedule of readings below (warning – I might tweak that a bit as we go along, so watch the announcements carefully!). In broad sweeps the course will cover:

### **Part One: Introductions**

### **Part Two: Course Interaction**

One of the greatest challenges the online teacher faces is facilitating the kind of community building that takes place in face-to-face classes. In this unit, we'll explore the teacher's role

in the online classroom, and discuss techniques for building student-teacher and student-student relationships at a distance. We'll also discuss (and possibly debate) the role of constructivism in the on-line classroom.

### **Part Three: Course Construction**

The remainder of the course will focus on designing instruction for on-line delivery. Under the umbrella of Course Construction we'll explore a number of topics, including:

- Transitioning from the traditional classroom to the online environment
- Establishing course outcomes
- Making effective use of course technologies
- Addressing accessibility and copyright issues

In addition to designing specific components of your own online course, you'll also participate in creating a pool of resources, both those of general use to anyone engaged in online teaching as well as of particular relevance to your own discipline.

### **Part Four: Course Technologies**

The course will wrap up with final reflections on how technology shapes what we do – and how our choices can transform student learning.

### **Working in Educator**

Although Educator training isn't the focus of this course, Educator is the platform you'll most likely be using to deliver your on-line course here at Delta. So while the emphasis will be on designing and delivering instruction on-line, we will also work with specific tools available in Educator for facilitating those processes. If and when you find yourself using another Course Management System, you'll likely find you'll have more or less the same tools at your disposal.

## **COURSE POLICIES**

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Course grades will be based on three activities:

### **Weekly discussions (6 x 5 points)**

The discussion boards are really at the heart of this course. The readings will introduce key concepts, theories and tools offered up by some of the leaders in distance education and online learning. This is a new field, however; those who are currently mapping the way for the rest of us aren't really all that far down the path themselves. In addition, each discipline – and each individual teacher's style – will also make unique demands on these tools. The discussion boards will serve as a place for you to share your own expertise with the rest of us. One thing I've learned from taking on-line graduate courses is that I often learned as much from my fellow students as I did from the readings and the instructor.

Engaging in genuine conversation online does require that initial postings be made early enough in the week that we have the time to read, reflect and respond to each other's thoughts. That said, I'm also well aware of how hectic our weeks can be here at Delta. I've tried to balance these two concerns by setting what I hope are reasonable guidelines for posts:

1. I'll post each week's discussion question by Sunday
2. Your initial response to that post will be due by the following Thursday night.
3. Unless otherwise noted, each week's discussion board will close on Sunday night. By Sunday, you should have made at least one substantive response to a post by another student.
4. Work to ensure that your posts contribute substantively to the conversation. You're encouraged to express your opinions, draw upon your past experiences and/or bring in specific passages from the course text or other sources to support or illustrate your points. I hesitate to prescribe a specific word count or minimum number of paragraphs for posts, but I will encourage elaboration if a post seems a bit thin.

### **Emerging Technology Presentation (20 pts.)**

While the bulk of our work in this course will focus on tools available in our Learning Management System, there are many exciting, potentially powerful resources available to the online teacher that can greatly enhance student engagement as well as help keep the course up-to-date, even if a specific LMS has fallen a bit behind technologically.

I'll provide you a list of some of the exciting possibilities out there – such as virtual environments and Web 2.0 applications. You'll be able to choose among them and, either individually or in pairs, prepare a brief introduction to that technology to be shared with the rest of the class.

I'll provide details on the assignment on Week 3 (I'm still tweaking the exercise – it's new); you'll be sharing your work with the rest of us on Week 7.

### **Instructional Unit Design/Reflection Essay (50 pts.)**

Over the course of the term you'll be designing materials for your own on-line course, using one of the classrooms automatically set up in Educator for courses you're currently teaching. By the end of the second week of class decide which course you'd like to work on, and let me know. With your permission, I'll have myself added as a Teaching Assistant, so I can duck in look at the work you're doing in the course. At the end of the term, I'll ask you to prepare a brief (3-5 page) reflection on this process. You'll find details on the learning module and reflection log in the Week 1 packet. Due at the end of the semester.

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## **TEXTS**

Conrad, Rita-Marie and J. Ana Donaldson. *Engaging the Online Learner*. San Francisco: Jossey-Bass, 2004.

Supplemental Text: Anderson, Terry and Fathi Elhoumi, Eds. *Theory and Practice of Online Learning*. Athabasca, Alberta: Athabasca University, 2004. (This is an on-line book – the link is in the External Links area of the course).

**Tentative Schedule of Readings and Topics**  
**(Please note that additional resources may be provided in weekly packets)**

Week	Reading/Topic	Week Ending
Week 1	<b>Introductions</b> Recommended Reading: Anderson and Elhoumi ed. “Foundations of Educational Theory for Online Learning”	2/6
Week 2	Conrad and Donaldson, Chapter 1: “Engaged Learning in an Online Environment”  Recommended reading: Anderson and Elhoumi ed. “Toward a Theory of Online Learning”	2/13
Week 3	<b>Course Interaction</b> Conrad and Donaldson, Chapter 2: “Designing On-line Engagement”  Recommended reading: “The Role of Interaction in On-line Learning” (43-48) in Anderson and Elhoumi ed.	2/20
Week 4	Conrad and Donaldson, Chapters 5 and 6  Recommended reading: Recommended reading: Anderson and Elhoumi ed. “Supporting Asynchronous Discussions among On-line Learners”	2/27
Week 5	<b>Course Outcomes</b> Conrad and Donaldson, Chapter 3: “Measuring Online Engagement”	3/6
Week 6	<b>Course Construction</b> On-line syllabus due.	3/20
Week 7	<b>Course Technologies</b> Conrad and Donaldson, Chapter 4: “Learning to Use Online Tools.” Recommended reading: Anderson and Elhoumi ed. “Technologies of On-line Learning (E-Learning)”	3/27
Week 8	Recommended reading: Anderson and Elhoumi ed. “Media Characteristics and Online Learning Technology”	4/3

Week 9	Legalities: Accessibility and Copyright Issues in Online Learning	4/10
Week 10	<b>Catch up/Work on Courses/Reflection Logs</b>	4/17
Week 11/12	<b>Reflection Log Due</b>	4/25